

All Saints' CEVCP School

Year 5 Curriculum Planning

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
History	<p>Children will:</p> <p>Develop an excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes. Think critically about history and communicate ideas confidently. Think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. Develop a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. Develop respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements. Develop a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.</p>					
	Study of Mayan civilisation					<p>Britain's settlement by Anglo-Saxons Anglo-Saxon invasions, settlements and kingdoms, place names and village life.</p> <p>(West Stow visit)</p>
Geography	<p>Children will:</p> <p>Develop an excellent knowledge of where places are and what they are like. Develop an extensive base of geographical knowledge and vocabulary (ie. climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes...) Develop geographical enquiry and the ability to apply questioning skills and the ability to reach conclusions from their findings. Develop a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there. Develop the ability to express well-balanced opinions, rooted in excellent knowledge and understanding about current and contemporary issues in society and the environment.</p>					
		<p>Mapwork - identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</p>	<p>The water cycle -describe & understand key aspects of physical geography.</p>	<p>A region of the UK - place knowledge – understand geographic similarities and differences through the study of human and physical geography of a region of the UK - types of settlement and land use</p>	<p>Geographical skills - use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies</p>	

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		<p>Prime/Greenwich Meridian and time zones including day and night.</p> <ul style="list-style-type: none"> - use maps, atlases, globes and computer mapping to locate countries and describe features studied - use the eight point compass, four and six figure grid references, symbols and keys to build their knowledge of the UK and the wider world 		<ul style="list-style-type: none"> - economic activity including trade links - distribution of natural resources including energy, food, minerals and water 	(Field studies trip)	
<p>Science</p>	<p>Children will:</p> <ul style="list-style-type: none"> Develop the ability to think independently and raise questions about working scientifically. Develop confidence and competence in planning and carrying out scientific investigations. Develop excellent scientific knowledge and understanding when solving problems, giving explanations and reporting their findings. Develop high levels of originality, imagination or innovation in the application of skills. Develop the ability to undertake practical work in a variety of contexts, including fieldwork. Develop a passion for science and its application in past, present and future technologies. <p>When working scientifically children will:</p> <ul style="list-style-type: none"> - Plan enquiries, including recognising and controlling variables where necessary - Use appropriate techniques, apparatus and materials during fieldwork and laboratory work - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs and models - Use test results to make predictions to set up further comparative and fair tests. 					

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	<p>Living things & their habitats</p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals 	<p>Animals including humans</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age 	<p>Forces</p> <ul style="list-style-type: none"> - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 	<p>Earth and space</p> <ul style="list-style-type: none"> - describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - Demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
<p>ICT/ Computing</p>	<p>Children will: Develop competence in coding for a variety of practical and inventive purposes, including within other subjects. Develop the ability to connect with others safely and respectfully. Develop the ability to collect, organise and manipulate data effectively. Develop an understanding of the connected nature of devices. Develop the ability to communicate ideas well by using applications and devices throughout the curriculum.</p>				
	<p>Use search technologies effectively</p> <ul style="list-style-type: none"> - Appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>Select, use and combine a variety of software</p> <ul style="list-style-type: none"> - collect, analyse, evaluate and present data and information 	<p>Scratch</p> <ul style="list-style-type: none"> - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve 	<p>Scratch</p> <ul style="list-style-type: none"> - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve 	<p>Email Communication</p> <ul style="list-style-type: none"> - select, use and combine a variety of software (including internet services) that

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<p>ICT/ Computing (cont)</p>			<p>problems by decomposing them into smaller parts - use sequence, selection and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>problems by decomposing them into smaller parts - use sequence, selection and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>accomplish given goals - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>accomplish given goals</p>
<p>Art/DT</p>	<p>In Art children will: Develop an impressive knowledge and understanding of other artists, craftmakers and designers from a variety of cultural backgrounds. Develop the ability to select materials, processes and techniques skilfully and inventively. Develop the ability to reflect on, analyse and critically evaluate their own work and that of others. In DT children will: Develop the ability to carry out research in order to influence and form their own ideas. Develop a thoroughly knowledge of which materials, tools and equipment to use to make their own product. Evaluate their ideas and products against their own design criteria and consider views to improve their work.</p>					
	<p>Painting (Aztec link) - combine colours, tones and tints - use brush techniques and the qualities of paint to create texture and detail</p>	<p>Food Celebrating culture and seasonality – Christmas cakes - demonstrate a range of baking and cooking techniques - create and refine recipes including ingredients, methods and cooking times</p>	<p>Mechanical systems Pulleys and gears - develop a simple design specification - understand how gears and pulleys can be used to speed up, slow down and change the direction of movement</p>	<p>3D (Earth link) - use tools to carve, add shapes and texture and pattern - use frameworks to provide stability and form</p>	<p>Printmaking (for bags) - use a range of visual elements to reflect a chosen theme - create an accurate pattern to show fine detail</p>	<p>Textiles Combining different fabric shapes (for bags) - Design purposeful, functional products based on a simple design specification - formulate step by step plans and select a range of tools and equipment</p>

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<p>PE</p>	<p>Children will: Acquire new skills and knowledge exceptionally well and develop an in depth understanding of all aspects of PE. Develop a willingness to practise skills in a wide range of different activities in small groups and in teams and to apply their skills confidently. Develop knowledge of how to improve their own and others' performance. Develop the ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being. Develop a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra curricula sport.</p>				
<p>Invasion games Mini football - Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Gymnastics Sequences (floor) - - - Develop flexibility, strength, technique, control and balance</p>	<p>Invasion games Mini football - Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Dance Dance styles from other cultures - Perform dances using a range of movement patterns</p>	<p>Invasion games High 5s netball - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Gymnastics Sequences (apparatus) - Develop flexibility, strength, technique, control and balance.</p>	<p>Invasion games High 5s netball - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Dance The Solar System - Perform dances using a range of movement patterns</p>	<p>Net games Tennis - Use running, jumping, throwing and catching in isolation and in combination</p> <p>Striking/fielding games Cricket - Use throwing and catching in isolation and in combination - Play competitive games.</p>	<p>Net games Tennis - Use running, jumping, throwing and catching in isolation and in combination</p> <p>Athletic challenges Jumping and throwing- Use running, jumping, throwing and catching in isolation and in combination - compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>

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RE	Children will: Develop an outstanding level of religious understanding and knowledge. Develop the ability to ask highly reflective questions about religion./ challenge Develop a strong understanding of how beliefs, values, practices and ways of life within any religion cohere together. Develop the ability to link the study of religion and belief to personal reflections on meaning and purpose. Develop a wide knowledge and deep understanding across a wide range of religions and beliefs.					
	Beliefs and questions Christianity	Beliefs and questions Hinduism	Teachings and authority Christianity	Teachings and authority Islam	Religion, family and community Islam	Religion, family and community Hinduism
Philosophy	Children will: Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate					
	The Very Hungry Caterpillar Identity and change Beauty Just right or too much		Rose Meets Mr Wintergarten Looking on the bright side Believing others Stretching the truth		Miss Lily's Fabulous Feather Boa Stealing Forming the wrong idea Feeling good	
PSHE	Children will: Develop a strong understanding of how beliefs, values, practices and ways of life within any religion cohere together. Develop the ability to link the study of religion and belief to personal reflections on meaning and purpose. Develop a wide knowledge and deep understanding across a wide range of religions and beliefs.					
	How do I behave? Positive behaviour What is bullying? Why is it wrong? What is anti-social behaviour? Why is it wrong?	Healthy lifestyles Balance of diet and activity	Emergency responses Personal safety Emergency aid Emergency first aid	My computer and me Computer games Age classifications Favourite game Hours per day? Time of day? Played where? Played with whom? Different games in different places?	Global community What is global citizenship? What is aid for? Is aid important? Is aid always good? What is fair trade? Is fair trade important? Is fair trade always good?	Puberty Development changes and hygiene

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Music	<p>Children will: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations.</p>		
	<ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using interrelated dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 		
French	<p>Children will: Listen attentively to spoken language and show understanding by joining in and responding Develop the confidence to speak with good intonation and pronunciation. Read carefully and show understanding of words, phrases and simple writing Understand basic grammar appropriate to the language being studied Develop an awareness of the culture of the country where the language is spoken.</p>		
	Encore	Quelle heure est-il	Les fetes
Enrichment/ Visits/Days/ SMSC	<p>Harvest celebration Coppicing trees in community woodland – Seed to tree programme</p> <p>Visit to the Pantomime -British theatre traditions - Cross curricular theatre and traditional tales opportunities Whole school enrichment day</p> <p>Key stage 2 enrichment day</p> <p>Carol Service</p>	<p>Shimpling Park Farm</p> <p>Whole school enrichment day</p> <p>Key stage 2 enrichment day</p> <p>Easter celebration event</p>	<p>Field study trip</p> <p>Health and Fitness Week</p> <p>Key stage 2 enrichment day</p> <p>End of year celebration event</p>

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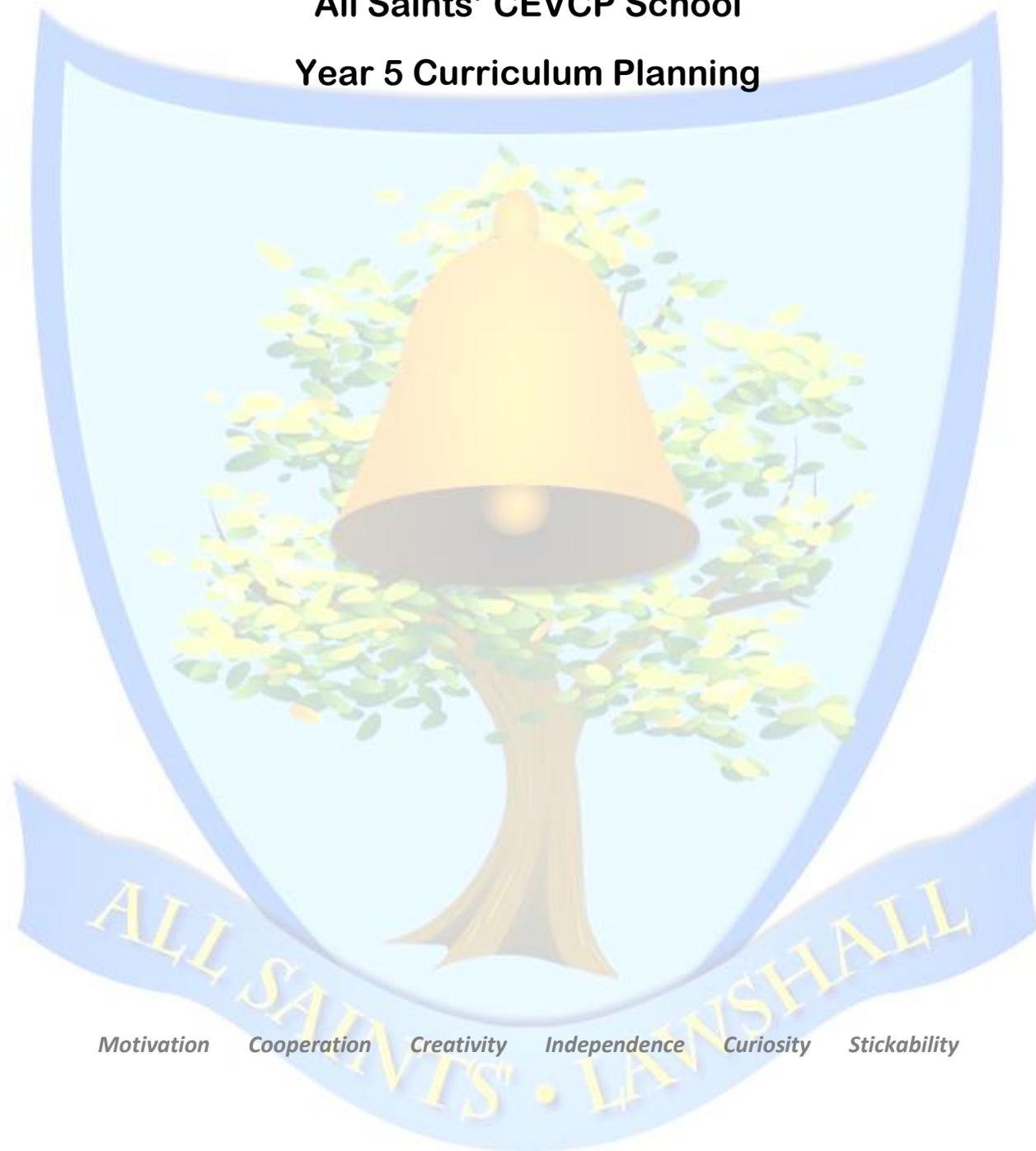
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<p>SMSC</p>	<p>Within our curriculum we will promote and enhance our pupils Spiritual, Moral, Social and Cultural education by:</p> <p>Spiritual development Enabling our pupils to:</p> <ul style="list-style-type: none"> -be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and actions -have a sense of enjoyment and fascination in learning about themselves, others and the world around them -use their imagination and creativity in their learning -develop a willingness to reflect on their experiences. <p>Moral development Enabling our pupils to:</p> <ul style="list-style-type: none"> -recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respect the civil and criminal law of England -understand the consequences of their behaviour and actions -have an interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues. <p>Social development Enabling our pupils to:</p> <ul style="list-style-type: none"> -use of a range of social skills in different in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds -develop a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively -develop an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; how pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <p>Cultural development Enabling our pupils to:</p> <ul style="list-style-type: none"> -develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others -develop an understanding and appreciation of the range of different cultures within the school and further afield as an essential element of their preparation for life in modern Britain -develop a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain willingness to participate in and respond positively to artistic , sporting and cultural opportunities -develop an interest in exploring and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups locally, nationally and globally.
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